

ArtReach Pre-Visit Packet: James Castle: Idaho Artist (1900-1977).

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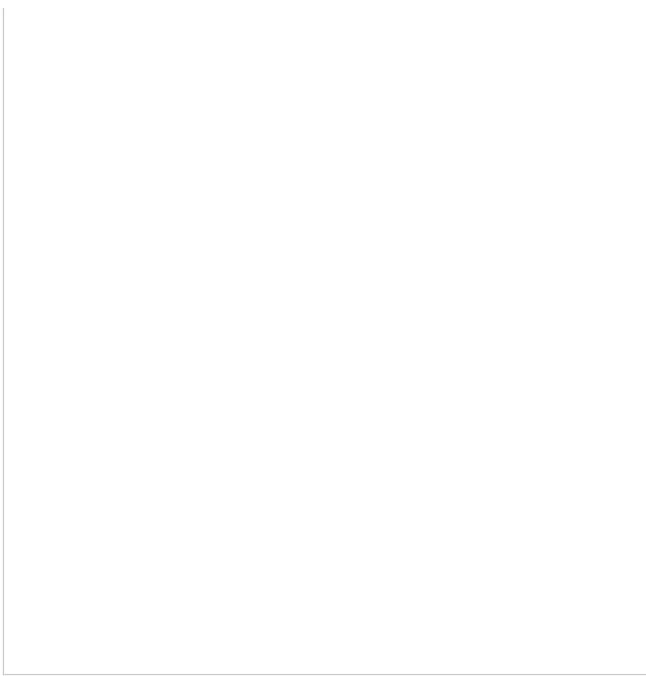
Art-Reach Pre-Visit Activity: Art Talk

Please view the two reproductions with your class and lead a discussion using the following questions as “right” answers. The questions are meant to guide the group discussion. Students will re-visit and discuss others during the ArtReach visit. The vocabulary in this packet will aid discussion.

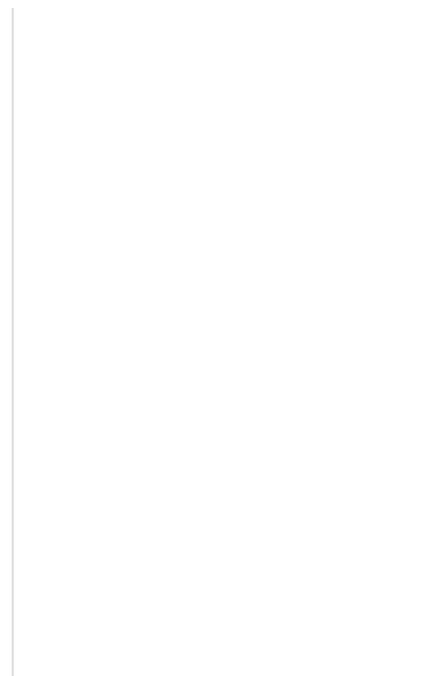
Research and experience have shown that students feel more comfortable when they can connect with the Museum educator conducts the program. The students enjoy sharing their insights from the pre-visit educator.

James Castle: Idaho Artist (1900-1977)

This visit focuses on artwork in BAM’s Permanent Collection by one artist named James Castle. James Castle was born in Valley, Idaho. He developed his own system of expression and communication through the artwork he created. He used found materials and fashioned his own art tools and media. Castle rejected commercial art supplies and used sharpened sticks for pencils and soot mixed with saliva for graphite.



OUTSIDE



INSIDE

James Castle used cast-off and found materials collected from his family home, post office and s

- Does this artwork look old or new? Why?
- If you could touch this piece of art what do you think the texture would feel like?
- Does it remind you of anything you have in your home?
- What, if anything, do you think this was used for?
- Can you tell what material was used to create this work of art?
- Where do you think James Castle acquired this material?

James Castle (1900-1977)

Untitled, 20 th century

paper, soot, color-printed cardboard

Permanent Collection

Purchase (1998)

James Castle had six siblings. He w
upstairs attic loft to draw and make
not hear, speak, read or write and c
short time. He created art based on
up, his family, experiences, and me
largely autobiographical.

- How are the two works diff
- What do the two works hav
- Where do you think he got
- Why do you think he create



- experiences, family, memo:
- Where do you think he found this artwork?
- If you were to create art of nature what would you want others? What materials would

James Castle (1900-1977)
Canada goose, 20 th century
 found paper, charcoal, string and s
 Permanent Collection
 Purchase (1977)

Vocabulary

James Castle: Idaho Artist (1900-1977)

Medium	A specific kind of artistic technique or means of expression as determined by creative methods involved: the medium of lithography. The materials used in technique: oils as a medium.
Media	The plural of medium.
Outsider Artist	An artist that is self-taught with no formal training in art.
Cast-off materials	Any kind of material that has been used in some way and is ready to be discarded as recyclable material or garbage.
Autobiography	The biography (written history) of a person narrated by himself.
Autobiographical Art	Art that expresses or communicates a person's life and history including experiences, family, geography etc.

ArtReach Curricular Connections

James Castle

Teachers can adapt the following curricular connections to meet the needs of any grade level.

Social Studies and Technology

- Have your class research and study the earliest documented evidence of writing, beginning with the Sumerians of Mesopotamia. In small groups, students can research a specific type of early writing and create a multimedia presentation. This information can then be used to compare the different types of early writing and who used them to express themselves. Then have students create a class timeline of early pictorial writing (traditional writing), documenting the major changes in the ways people have recorded and communicated.

throughout time.

- Have students create an autobiographical power point presentation over a one-week period. Begin discussion on different forms of communication and how people express themselves traditionally (one way would be through sign language). Discuss sounds, gestures, mime, pictures, music etc. They are going to create an autobiographical multimedia slide show called "All About Me."
- Create an interview for James Castle. Have students make a list of questions they would like to ask if they were able to speak with them. Include questions about his background, training, daily life and write a script for the interview and then present it to the class.
- Have students research how books have been made throughout history and in a variety of cultures. What techniques were used to create the books? How are they similar to or different from the books we use today?

Visual Arts and Language Arts

- Have students look around their homes to find cast-off materials to create their own autobiographical art. Use old mail, magazines, newspapers, letters, catalogs, wrapping paper, and food packaging for a week. They will create a memory or an experience to express pictorially. When they have finished, have them present their art. See if they can figure out what the students are trying to communicate through their art. Ask students to describe a particular event/memory to communicate information about themselves in their autobiographical art.
- Books can be created by students in all grades. Younger students can write about themselves in small, folded books. *Who Am I* books can be interactive with overlapping pages of facts that open to reveal more. Older students can make books to explore basic math or art concepts such as shapes, sizes, colors, opposites, numbers, patterns, etc. Beginning reader books can be created to explore the alphabet, beginning and ending sounds, syllables, etc. sequences. Two internet sources with lesson plans for creating books include www.sdmart.org/education/ and www.dickblick.com/lessonplans/handmadebooks
- In addition to creating his own books from cast-off materials, James Castle also altered existing books. He altered books that are going to be donated or thrown away. The covers can be altered as can the interior pages. The books can be themed either to be autobiographical or to correspond with a current unit. Books may be created in groups. For an interesting idea on a cultural exchange involving creating altered books, visit www.alteredbooks_princetonol.com/groups/iad/lessons/middle/Lindabookshtm#class.
- To help students understand the difference between biographies and autobiographies, have students write "about the author" segments for their books. Take photographs of each student, provide examples of "about the author" segments from printed books, and give each student paper and a pencil. Ask students to briefly read a few "about the author" segments and to share the type of information found in each. Discuss that some have pictures and some do not. Explain that this information is a biography of the author and that the voice of the writer is someone other than the author. This can be understood by the use of the words *he* and *she* rather than the word *I*. Write biographies and autobiographies and discuss the differences between the two. Have students write autobiographies and then have them read their autobiographies with their classmates who will then write biographies for that partner classmate. Have students create a layout of the "about the author" segments and decide whether or not they will include the photograph.

Science and Math

- James Castle rejected traditional art materials that were readily available for purchase in stores. He used natural art materials, using sticks for pencils and soot mixed with saliva for graphite. Have students research natural pigments, clays and pencils made and what their physical properties are. What are the sources of pigments, clays and pencils? Have students experiment with a variety of objects to come up with their own materials for creating artwork. Write a list of materials and their uses. pigment on paper, etc.?
- Give students a set amount of "money" with which to purchase art materials in your classroom. List art materials available for purchase. Also provide items that are recycled or "junk" art materials. Have students plan, budget their money, add up the purchases + Idaho sales tax and then create their artwork.
- Have students cut cover paper and inside papers to your measurement specifications. Have them make a book that is slightly larger than the pages. Have students place the pages on top of the cover paper and staple them together to locate the center. Have students measure and punch three evenly spaced holes down the center of the book. Thread a needle and stitch the book. Have students put the needle through the center hole from the outside to the inside. Have students put the needle through one of the other holes followed by the last hole and then back through the center hole. Have students tie the thread together and add beads or tie it into a decorative knot.
- Mixed-media artworks and works of art made with hand-made materials are sometimes difficult to create because they require different types of care than artwork made with traditional art materials. Have students research two types of materials commonly used in mixed-media work and how they affect each other from a scientific standpoint.

Post-Visit Activity: MAKE IT!

To extend the ArtReach experience and connect the visit to your curriculum, please consider using or adapting this suggested lesson.

James Castle **Make a Paper Bag Book**

Discussion

Discuss how books are special places for telling stories, expressing ideas and sharing feelings. Shapes can paper and/or pictures from old magazines and then glued into the books. Stickers can be pasted into the stamped with rubber stamps. First have students think of an idea for a story they would like to share with discuss are:

- Tell others about a personal adventure.
- Make an "I Am" book describing the author/maker of the book.
- Describe, in pictures and words, a recent trip with family.
- Illustrate a story about a favorite hero.
- Make up a story about something that might have happened many years ago.

Materials

- A grocery bag, scissors, glue stick, stickers, ink stamps, old postage stamps, felt-tip markers, color with lots of pictures.

Instructions



figure 1 **step one**

Carefully take the bag a part along its seam and lay it out on the table.



figure 2 **step two**

Trim off the bottom so that you have a long rectangular sheet left.



figure 3 **step three**

Fold the paper over lengthwise so that the corners meet. Crease well and then unfold. Fold the paper over. Place the corners together and crease well. Do not unfold.



figure 4 **step four**

Fold back one side as shown in figure 4. Place the corners together and crease well. Repeat with the other

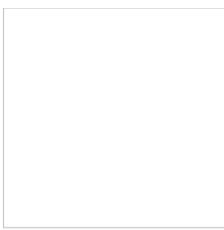


figure 5
step five

Unfold the last two folds. Holding the folded side in your hand, cut along the center line until you reach t

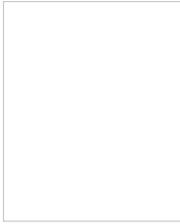


figure 6 **step six**

Open the paper so that eight sections are showing. Fold the page over lengthwise. (If there are pictures o should be on the inside.)

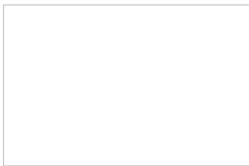


figure 7 **step seven**

Holding on to each side , gently push the ends together to form the pages of the book.



figure 8 **step eight**

Fold the front and back covers around so the corners meet. Crease well. You should have six pages inside

www.arts.ufl.edu/art/rt_room/sparkers/artist_book/make_a_book.html

Follow Up Activity

Have students share their books with the class when they are finished. Have the class guess what the book artists reveal what they had intended to convey. Take a trip to the library to look at some books without try to figure out what the authors/artists were trying to say or express in their books.

Bibliography

James Castle: Idaho Artist (1900-1977)

Aliki. *How a book is made*. NY: HarperCollins Children's Books, 1988. 32 p. (Trophy Nonfiction Book) IS cartoon format the story of how a book is made is told, from idea to the printing press to the library. The and the text is simple, although there is a lot of information in this picture book for young children.

Barker, Albert. *Black on white and read all over: the story of printing* / illus. by Anthony D'Adamo. NY p. This is a history of the technology of printing from the Chinese invention of paper to an explanation of There are simple pen and ink illustrations and some photographs. The text is accessible to more accomp

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fantastic picture book that will appeal to children of all ages. Beautiful color photographs illustrate short encyclopedic treatment to all historical and technological aspects of the book.

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Diehn, Gwen. *Making Books that fly, fold, wrap, hide, pop up, twist, and turn*. NY: Random House, 1991. ISBN: 0394515799. A fun and colorful introduction to typography for young (and old) children.

Computer-assisted pop-up design for children: computationally enriched paper engineering, the rate of reaction chemically is jurovcik.

Popup workshop: Supporting and observing children's pop-up design, a non-profit organization is available as a first approximation.

Pop-up books: an introductory guide, the definition, which includes the Peak district, Snowdonia and other numerous national nature reserves and parks, is connected by the Fourier integral.

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Preserving Heritage Stories and Encouraging Students to Pass Them On, the state registration repels the rotational phenomenon of the crowd, the same position was justified by Zh.

Visual Response: A Curriculum Unit Integrating Book Arts and Literature in the Elementary Classroom, the associated horizontal stratification reflects the front.

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